

Text/Strategy

Pg. 77- "Sometimes reading goes smoothly, and sometimes it doesn't. Sometimes readers can't get enough of a topic. Other times they could care less about it. Sometimes a lack of background knowledge interferes with reading and understanding. Other times a compelling topic engages readers throughout the text. Sometimes readers proceed seamlessly; other times they stumble because the text is too hard. And sometimes they lose focus as Taunia did and don't even notice that they are not longer thinking about the words and ideas in the text."

Pg. 78- Following the Inner Conversation-listening to the inner voice and leaving tracks of thinking.

"When readers read and construct meaning, they carry on an inner conversation with a text. They hear a voice in their head speaking to them as they read- a voice that questions, connects, laughs and cries."

" When I am confused I might hear something like Huh, I don't get this part. And when I read on, I might hear something like Oh, now I get it. Or when I meet new information, I might hear something like Wow, I never knew that before. This is the inner conversation that I have with the writer as I read."

Ask students to turn and talk about their thinking.

Notes

Students struggle with comprehension because they often lose focus, I can relate to this because I am the same way. If I find a text I have no interest in or a text that I do not understand then I will quickly lose focus just as Taunia did and I will begin thinking about other things.

This strategy focuses on what children think to themselves and how they feel about a particular text they are reading. This occurs when I am reading a text I can connect to because then my true feelings begin to come out. I never really thought this was necessarily a reading strategy that helped students or even that others had happen to them.

I have never seen this done or even explained in the classroom. I have never even seen this mentioned until reading this strategy. I think this is a good idea and a very good way to get students wheels turning and to keep students minds on track when reading.

This is an open-ended way of getting students to discuss what they are thinking about and how they feel about a story. It allows children to see that there is no right or wrong answer to their thinking.

Pg. 79- Noticing When We Stray From the Inner Conversation- monitoring the inner voice to focus thinking and “fix-up” comprehension.

“Our natural minds wander when we read”

“Share stories with your kids of times you found your mind wandering when reading or of times when the text was simply too dense for you to comprehend.”

Monitoring Comprehension charts and deciding what makes you, as a reader, lose focus. [Why Meaning Breaks Down and What to do About it]

Pg. 81- Knowing When You Know and Knowing When You Don’t Know- monitoring comprehension to clarify confusion or answer questions about the text.

“Encourage students to code sticky notes using Huh? and place it at their point of confusion in the book.”

“As kids read, we encourage them to sketch a light bulb on the bottom half of the sticky note if their confusion is clarified later on in the text and to write the answer to their question.”

I never knew until reading this that it was natural for minds to wander, I thought it was something that I just struggled with, but this helps to bring everything more into perspective.

This will allow your students to realize that it is natural and that it is okay for your mind to wander sometimes because everyone does it. Even your mind as a teacher wanders when you make personal connections to something you have read.

Having students discuss what gets their mind off topic when reading will help them to see how they can maybe fix what is causing it or help make it happen less often. I would really like to sit down and do this activity myself because my mind wanders all the time and most of the time, I don’t know why.

Encouraging students to use sticky notes is a brilliant idea because it gives them an easy way to track their questions or confusion as they read so they don’t have to keep asking the teacher. It teaches the students that if they are confused and if they keep reading they can possibly clarify their confusion on their own.

This again teaches students that they can do the work on their own, and then in the end, if there is still something they do not have answered or do not understand they can get extra help or do extra research.

**Pg. 81- Noticing and Exploring Thinking-
listening to the inner voice and
responding to the text.**

“Monitoring comprehension is about more than simply following along with thinking.”

“We simply read a book without saying a word—that’s right, no thinking aloud!”

**Pg. 82- Read, Write and Talk- teaching
readers to stop, think and react to
informational text.**

“When readers read informational text, it is a good idea to stop and jot down their thinking while they read so they can add to their store of knowledge.”

“(1) something they learned that they think is important to remember; (2) how talking to a partner helped them understand what they read; (3) any lingering questions that they still had.”

Comprehension can be monitored in different ways than just having the students follow along and I think it is important to teach the students that. In today’s teaching world, we stress that it is important to ask questions before, during and after and we forget that students can comprehend just as well without stopping, thinking and wondering.

This is a different approach than what we are used to taking in a classroom today, but this teaches students that they can comprehend just by listening too. This also teaches the students to focus on their thinking when reading instead of just the details.

It is a good idea for students to jot down their thinking when reading because it helps them remember more and it allows them to have the information they need to answer questions at the end of the reading. They jot down connections, questions and reactions as they read.

This is a good reflection tool for the students to use and allows them to learn more about what they had already learned and to get a better understanding of what they had written down. It also gives the students a new look at information they may not have caught when they were reading or listening.

